

STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS



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The Commonwealth of Massachusetts

State Normal School
Lowell

Twenty = Fifth
Annual Catalog



For the Year ending June Thirtieth
Nineteen Hundred Twenty-three

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
COMMISSION ON ADMINISTRATION AND FINANCE.

The Commonwealth of Massachusetts

Department of Education.

PAYSON SMITH, *Commissioner of Education.*

Members of Advisory Board.

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio.*

Term expires.

- 1923. SARAH LOUISE ARNOLD, Riverbank Court, Cambridge.
- 1923. Mrs. ELLA LYMAN CABOT, 1 Marlborough Street, Boston.
- 1924. ARTHUR H. LOWE, Fitchburg.
- 1924. WALTER V. McDUFFEE, Central High School, Springfield.
- 1925. A. LINCOLN FILENE, 426 Washington Street, Boston.
- 1925. THOMAS H. SULLIVAN, Slater Building, Worcester.

GEORGE H. VARNEY, *Business Agent.*

THOMAS J. GREEHAN, *Chief Clerk.*

Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

- ROBERT I. BRAMHALL *Agent for Research and Statistics.*
- LOUISE S. FRENCH *Assistant Supervisor of Physical Education.*
- HARRY E. GARDNER *Agent for Registration of Teachers.*
- BURR F. JONES *Supervisor of Elementary Education.*
- CLARENCE D. KINGSLEY *Supervisor of Secondary Education.*
- CARL L. SCHRADER *Supervisor of Physical Education.*

The Department of Education.

- DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS.
- DIVISION OF VOCATIONAL EDUCATION.
- DIVISION OF UNIVERSITY EXTENSION.
- DIVISION OF IMMIGRATION AND AMERICANIZATION.
- DIVISION OF PUBLIC LIBRARIES.
- DIVISION OF THE BLIND.
- TEACHERS' RETIREMENT BOARD.
- MASSACHUSETTS NAUTICAL SCHOOL.
- MASSACHUSETTS AGRICULTURAL COLLEGE.
- BRADFORD DURFEE TEXTILE SCHOOL, FALL RIVER.
- LOWELL TEXTILE SCHOOL.
- NEW BEDFORD TEXTILE SCHOOL.

Faculty.

CLARENCE M. WEED		PRINCIPAL.
WILLIAM E. RILEY		<i>Penmanship and reading methods.</i>
BLANCHE A. CHENEY		<i>Civics and history.</i>
EMMA M. RAMSAY		<i>Supervisor of practice.</i>
INEZ FIELD DAMON		<i>Music.</i>
JOSEPHINE W. CHUTE		<i>Drawing and practical arts.</i>
SARAH E. LOVELL		<i>English.</i>
FRANCES CLARK		<i>Geography and arithmetic.</i>
HELEN L. HOGAN		<i>Oral expression and hygiene.</i>
EDWIN A. HOADLEY		<i>Practical science.</i>
AMELIA L. PETERS		<i>Education and psychology.</i>
RUTH M. BAILEY		<i>Physical education.</i>
— — — — —		<i>Librarian.</i>
BEATRICE L. DOWLING		<i>Secretary.</i>
REGINA M. LOWNY		<i>Stenographer.</i>
FRANCIS R. MAHONY, M.D.		<i>Medical Adviser.</i>

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND		PRINCIPAL.
MARY L. WALLACE		Sixth grade.
ANNA B. BARTLETT		Sixth grade.
KATHERINE F. FARLEY		Fifth grade.
ELSIE R. RICHTER		Fifth grade.
MARIA W. ROBERTS		Fifth grade.
CATHERINE EATON		Fourth grade.
MARIE T. HEARN		Fourth grade.
REGINA B. FRAPPIER		Third grade.
EMMA M. GRAHAM		Second and third grades.
FRANCES C. MORIARTY		Second grade.
ESSIE E. ROCHE		First grade.
MARY E. SNOW		First grade.
HELEN W. NOYES		Principal of kindergarten
EDITH J. ATWOOD		Office supervision.
AMY L. TUCKE		Music.
HELENE ABELS		Drawing.
CHARLES J. RODGERS		School gardening.

Charles W. Morey Training School, Lowell.

WILLIAM W. DENNETT	PRINCIPAL.
IRENE H. DOWD	Sixth grade.
BERTHA LEADBETTER	Fifth grade.
GEORGIANNA P. KEITH	Fourth grade.
NATALIE M. MCQUADE	Second grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART	Third to fifth grades.
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North Tewksbury Training School.

EVA L. HERSEY	Fourth to sixth grades.
LILLIAN W. ALLARD	First to third grades.

South Tewksbury Training School.

MIRIAM WIGGIN	Fourth to sixth grades.
RUTH H. TINGLEY	First to third grades.

Calendar.

1922.

September 11, Monday	Entrance examinations.
September 12, Tuesday	Entrance examinations.
September 13, Wednesday	School year begins at 9.10 A.M.
October 12, Thursday	Columbus Day, a holiday.
November 23, Thursday	Thanksgiving Day, a holiday.
November 24, Friday	No school.
December 22, Friday	Recess begins at noon.

1923.

January 2, Tuesday	Recess ends at 9.10 A.M.
January 29, Monday	Second semester begins.
February 22, Thursday	Washington's Birthday, a holiday.
February 24, Saturday	Recess begins.
March 5, Monday	Recess ends at 9.10 A.M.
Good Friday	A holiday.
April 19, Thursday	Patriots' Day, a holiday.
April 28, Saturday	Recess begins.
May 7, Monday	Recess ends at 9.10 A.M.
May 30, Wednesday	Memorial Day, a holiday.
June 7, Thursday	Entrance examinations.
June 8, Friday	Entrance examinations.
June 22, Friday	Graduation exercises at 2.30 P.M.
September 10, Monday	Entrance examinations.
September 11, Tuesday	Entrance examinations.
September 12, Wednesday	School year begins at 9.10 A.M.

Schedule of Entrance Examinations for 1923.

JUNE 7 AND SEPTEMBER 10.

8.15- 8.30.	Registration.
8.30-10.30.	English.
10.30-12.30.	Latin, Commercial Subjects.
1.30- 4.30.	Social Studies.

JUNE 8 AND SEPTEMBER 11.

8.15- 8.30.	Registration.
8.30-10.30.	Mathematics.
10.30-12.30.	German, French, Spanish.
1.30- 4.00.	Sciences.
3.30- 5.00.	Fine and Practical Arts.

State Normal School,

Lowell, Massachusetts.

ADMISSION REQUIREMENTS.

I. APPLICATION FOR ADMISSION. — Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school, and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL. — The principal of the high school last attended is expected to fill out two blanks, one giving the "High School Record," and the other a "Rating of Personal Characteristics," and send them to the principal of the normal school.

III. GENERAL QUALIFICATIONS. — Every candidate for admission as a regular student must meet the following requirements: —

1. *Age.* — A woman must be at least sixteen and a man seventeen years of age on or before September 1 of the year of admission. (To be admitted to the Household Arts Curriculum at Framingham, a candidate must be at least seventeen.)

2. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching.

3. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

4. *Completion of Fifteen Units of High School Work.* — The "High School Record" must show the completion of fifteen

units accepted by the high school in meeting graduation requirements, a unit being defined as follows: —

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

5. *Personal Characteristics.* — The "Rating of Personal Characteristics," and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS. — Of the 15 units presented for admission, at least 10 must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American history and civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements. The Normal Art School requires in addition an examination in drawing.

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half¹ of the graduating class of a Class B high school.

2. *Examination.* — Any candidate not securing credit by certification for ten units must either —

(1) Secure credit in the remaining number of units by examination in subjects chosen from the list in Section V, or —

(2) In addition to the required subjects, take three comprehensive examinations aggregating 6 units from the subjects listed in Section V, these units to be chosen from three of the six following fields: (a) Social Studies, (b) Science, (c) Foreign

¹ The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Language, (d) Mathematics, (e) Commercial Subjects, and (f) Fine and Practical Arts.

Since the second plan involves five comprehensive examinations, the examination papers and school record of candidates using this plan will be judged as a whole.

V. LIST OF SUBJECTS FOR CERTIFICATION OR EXAMINATION.

Required.

English literature and composition	3 units
American history and civics	1 unit

Elective.

The candidate may choose the six elective units from any of the units listed below, but these units must be so distributed that the number offered in any field shall not exceed the following: —

Social studies	3 units
Science	3 units
Foreign language	4 units
Mathematics	3 units
Commercial subjects	4 units
Fine and practical arts	3 units

Social Studies.

Community civics	$\frac{1}{2}$ or 1 unit
History to about 1700	1 unit
European history since 1700	1 unit
Economics	$\frac{1}{2}$ unit
Problems of democracy	$\frac{1}{2}$ unit
Current events	$\frac{1}{2}$ or 1 unit
Ancient history	1 unit
English history	1 unit
Medieval and modern history	1 unit

Science.

General science	$\frac{1}{2}$ or 1 unit
Biology, botany, or zoölogy	$\frac{1}{2}$ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical geography	$\frac{1}{2}$ or 1 unit
Physiology and hygiene	$\frac{1}{2}$ or 1 unit

Foreign Language.

Latin	2, 3, or 4 units
French	2 or 3 units
Spanish	2 units
German	2 or 3 units

Mathematics.

Algebra	1 unit
Arithmetic	$\frac{1}{2}$ or 1 unit
Geometry	1 unit

Commercial Subjects.

Stenography (including typewriting)	1 or 2 units
Bookkeeping	1 unit
Commercial geography	$\frac{1}{2}$ or 1 unit
Commercial law	$\frac{1}{2}$ unit

Fine and Practical Arts.

Home economics	1, 2, or 3 units
Manual training	1 unit
Drawing	$\frac{1}{2}$ or 1 unit

The *five* additional units, however, necessary in order to make up the 15 units required for graduation, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. PLACE, TIME, AND DIVISION OF EXAMINATIONS. — Entrance examinations may be taken in June and September at any State normal school (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than 5 units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification. Credit secured for admission to any college of the New England College Entrance Certificate Board, by examination or by certificate, may be accepted.

VII. ADMISSION AS ADVANCED STUDENTS. — A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. ADMISSION OF SPECIAL STUDENTS. — When any normal school, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

THE OPPORTUNITIES OFFERED.

The Lowell Normal School offers to high school graduates, or persons of equivalent preparation, an opportunity to fit themselves for the teaching profession at very small expense. It carries on three regular courses: —

- (a) The Two-year Course.
- (b) The Three-year Course.
- (c) The Course for Supervisors of Music.

The following paragraphs summarize the more important facts concerning each of these courses: —

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools. During the first, or junior, year instruction is carried on very largely in the classes of the normal school proper. *For approximately eight weeks, however, of the junior year each student takes a course in observation and participation in one of the practice schools, for the purpose of securing a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal.

During the senior year one entire term of twelve weeks is again given over to work in the practice schools. During this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching of children*. Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) **The Three-year Course.**

This includes all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1920-21 the Lowell Normal School enrolled eleven students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value.

(c) **The Course for Supervisors of Music.**

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained

through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should refer to pages 30 to 37 for a fuller statement.

Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

Facilities for Practice Teaching.

The Lowell Normal School is especially fortunate in its facilities for student practice teaching. These include two rural two-room schools in Tewksbury, the Lexington Avenue School in the suburbs of Lowell, and the Bartlett and Morey schools in the city.

On account of these unusual facilities the students in the Lowell Normal School have opportunity for observation, participation and practice in teaching during both the junior and senior years. This work is done under the skilled supervision of critic teachers, and the number of available rooms is sufficient to provide each student with all necessary individual attention.

The Course of Study.

The course of study includes all the subjects commonly considered essential for preparation for teaching. It covers two years of resident work, twelve weeks of which in the senior year are spent in actual practice in various schoolrooms, each student having opportunity to try out different grades.

Especial attention is given to English throughout the course. There are classes in oral and written composition, oral expression, reading and literature, with the emphasis upon children's literature. Eight such courses give a comprehensive view of the whole subject of English in its relations to teaching. These courses are supplemented by two courses in library instruction and two courses in penmanship.

Such fundamental content subjects as arithmetic, geography, history and civics receive a great deal of attention, having various special courses in which the students learn the essential facts as to content and methods of teaching.

In practical arts and practical science there is a year of drawing, with special reference to methods of teaching in the lower grades, and another year of practical arts, with special reference to projects that can be carried out in the elementary schools.

A course in nature study and school gardening gives the prospective teacher a general knowledge of the facts and principles of these important subjects, together with considerable practical experience in growing flowers and other plants.

The course in physical education covers in a comprehensive way the subjects of hygiene, gymnastics, sanitation and school playgrounds, with special reference to the professional development of each student and her preparation to become an efficient participant in the supervised play of children.

A thorough course in music and the appreciation of music is given to all the students in the Lowell Normal School. This course runs through the entire two years and covers fully the subject-matter and the methods of teaching music in the grades. Opportunities are offered for the students to put into practice what they learn with the children in the practice schools, and a large collection of phonograph records is used

to illustrate the history of music and the application of the subject to modern school methods.

From the time the student enters the junior year until she has been graduated there is continuous study of some phase of professional work in education. This is constantly emphasized in all of the subjects taught, as well as in the special courses in educational psychology, professional ethics and history of education. All of the discussions are based upon schoolroom problems observed by the students in the practice schools.

The Social Life of the School.

Although the Lowell Normal School has at present no dormitory, there is a happy and successful social side to the student activities which means much in the development of the students. Such activities are centered in the class organizations, and, even more, in the student association called "The School and Society League." Through this league the school is governed and a great many social activities are fostered. These activities include frequent informal afternoon socials as well as several guest socials in the evening during the year. In all activities of the school not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows.

Every student at the Lowell Normal School has an opportunity to live richly and fully the democratic life. It is hoped that this experience will carry over into the prospective teacher's own school, and that she will give her pupils the same opportunity to develop those qualities of good citizenship which we need in our American democracy.

Student Clubs.

As a part of the regular work of the school, there are many informal student activities grouped around the club idea. In addition to the large Glee Club, Dramatic Club, and Music Club, which are the outgrowth of the regular classroom work and continue throughout the year, there are many other clubs

which are more or less seasonal. From September until November and from April until June outdoor activities of many different kinds occupy the attention of the students. Among the clubs which are then in operation are found the following: archery, basketball, clock golf, quoits, tennis, kick baseball, and volley ball. During the remainder of the year the club activities center around various phases of the school work, as may be seen from the following titles of clubs now in operation: art, blackboard drawing, civics, project, reading, and story telling.

Membership in all of these clubs is voluntary, although each student is expected to belong to some one club all of the time.

Lectures and Concerts.

A regular feature of the work of the school is found in various series of lectures which are given once a week in the Assembly Hall. Most of these lectures are arranged in regular courses that center around some central idea of importance in education. During the year 1922 the following courses have been given: —

Progressive Movements in Education.

"The New Day in Education"	Burr F. Jones.
"The Practical Use of Standard Tests"	Adelbert L. Safford.
"Music Memory Achievement Courses"	Inez Field Damon.
"The Work of an Educational Efficiency Expert"	Dr. Colin A. Scott.
"The Opportunity School"	Fannie C. Whittemore.
"The Function of the Continuation School"	Robert O. Small.
"The Significance of Art Education in the Schools"	Royal B. Farnum.
"Corrective Work for Physical Defects in School Children"	Mary M. Callahan.
"Summer Programs for School Children in the South"	John L. Randall.
"The Place of Physical Education in the Modern School"	Carl L. Schrader.

Fundamental Concepts in Present-day Education.

"Historic Backgrounds in Art"	Royal B. Farnum.
"Rhythm in Graphic Expression"	H. C. Spencer.
"Dynamic Symmetry in Nature"	Edwin A. Hoadley.
"The Objectives of the Curriculum"	Harvey S. Gruver.

"Salvaging the Subnormal Child."

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| I. The Physically Deficient | Dr. Francis A. Finnegan. |
| II. The Mentally Deficient | Dr. Walter E. Fernald. |
| "Dynamics of Personality" | Adelbert L. Safford. |

In addition to the lectures, many musical entertainments are provided each year. These center around the courses in music, and usually include productions by well-known artists from outside the school.

Living Accommodations.

The Lowell Normal School has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to help pay their living expenses. A midday luncheon is served at the school on days when school is in session.

The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

In General.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of \$25 for each half year.

State aid, to a limited extent, may be granted to deserving resident students after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its

methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

CURRICULUM.

Course for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE.	Number of Weeks.	Periods Weekly.
<i>First Year.</i>		
English 1	19	2
English 3	24	2
Reading 1	38	2
Penmanship 1	38	2
English 5, Literature	19	2
Library Instruction 1	38	1
Arithmetic 1	19	3
Geography 1	19	3
Physical Education 1	38	3
Physical Education 3	38	2
History and Citizenship 1	38	3
Drawing 1	38	3
Practical Science 1	38	4
Music 1	38	4
Education 1	12	5
Education 5	19	1
<i>Second Year.</i>		
English 2	13	4
English 4	26	2
Reading 2	13	2
Social Science 3	13	2
English 6, Literature	13	4

Course for Elementary School Teachers — Con.

NAME AND NUMBER OF COURSE.	Number of Weeks.	Periods Weekly.
Library Instruction 2	26	1
Arithmetic 2	9	3
Geography 2	17	3
Physical Education 2	26	4
History and Citizenship 2	13	4
Practical Arts 1	26	3
Practical Science 2	26	2
Music 2	26	4
Education 3	26	2
Education 4	13	3
Education 2, Practice Teaching	12	30
Education 6	12	1
Education 7	6	2

COURSE OF STUDY.**ARITHMETIC.**

The aim of the arithmetic courses is to provide students with such knowledge of arithmetic that they may be prepared for teaching arithmetic in the elementary schools.

Arithmetic 1. Introductory Course. Miss CLARK.

First Year. Nineteen weeks, three periods weekly.

Content. — Counting, reading and writing numbers; number combinations; the fundamental process; United States money and measurements; methods of application and motivation of number, and special difficulties to overcome. The use of standard tests.

Arithmetic 2. Advanced Course. Miss CLARK.

Second Year. Nine weeks, three periods weekly.

Content. — Methods of developing common and decimal fractions and percentage.

DRAWING.**Drawing 1. General Course. Miss CHUTE.**

First Year. Thirty-eight weeks, three periods weekly.

Aims. — To acquaint normal school students with the subject-matter considered in drawing in the first six grades; to find the best methods of presenting the same; to draw on the blackboard and on paper with freedom and with skill.

Content. — Color: Color theory illustrated by the making of scales; color harmony illustrated by the application of scales, by nature, by commercial objects and by the application to all students work where color may occur. Design: Lettering, spacing and arrangement, plans and patterns, also decorative designs based on natural forms. Representation: Drawing objects from nature, such as leaves, flowers, fruits, trees, figure drawing, including action and story illustration; common objects for form and proportion, in two dimensions, such as houses, cars, house furnishings and similar familiar things.

EDUCATION.

Education 1. Observation and Participation. Miss PETERS.

First Year. Eight weeks, five periods weekly.

Aim. — To give the student some experience in teaching, and proper attitudes toward teaching, as well as a broad viewpoint in education.

Content. — Fundamentals of child psychology through observation of children both out of school and in school, supplemented by reading; acquaintance with the teaching process through observation lessons followed by class discussions and participation in the first six grades.

Education 2. Practice Teaching. Miss RAMSAY.

Second Year. Twelve weeks, thirty periods weekly.

Aim. — The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded, under the guidance, but not necessarily in the presence, of skilled teachers, that the students may acquire efficiency in teaching and classroom management.

Content. — The content of this course includes: practice in the technique of classroom procedure; a series of class conferences in which the students have opportunity of discussing and studying school conditions and activities in relation to child development and general pedagogy; a series of demonstration lessons given by critic teachers for the students' observation, special attention being paid to the important types of lessons and methods of teaching; a series of library conferences in which current topics in the field of educational administration, theory and practice are read and discussed.

Education 3. Educational Psychology. Miss PETERS.

Second Year. Twenty-six weeks, two periods weekly.

Aim. — To enable the students to gain a working knowledge of educational psychology.

Content. — Application of fundamental principles of educational psychology to the methods of teaching, particularly project method and socialization; current topics in the field of education, with a view to discovering the psychological facts and principles of education underlying them.

Education 4. History of Education. Miss PETERS.

Second Year. Thirteen weeks, three periods weekly.

Aim. — To acquaint the student with the history of education, especially that which has influenced our present-day theory and practice.

Content. — Aims and principles of modern education, together with current problems in education, with a view to discovering their historical background and arousing an active interest in their solution. This acquaints the students with much that is important in the history of education. A summary of this work should leave a more or less logically organized body of knowledge of the history of education.

Education 5. Professional Ethics. Miss CHENEY.

First Year. Nineteen weeks, one period weekly.

Aims. — To stimulate students consciously and purposefully to establish such habits and ideals of conduct as will develop character and personality; to prepare students for the education of children in right living; to equip these future teachers with a knowledge of the standard of their profession, in order that they may live up to what is expected of them by other members of the profession and by the communities in which they teach.

Content. — Problems of student conduct; development of the student's personality; preparation for educating children in right living; problems of the teacher as a member of the profession.

Education 6. Classroom Management. Miss RAMSAY.

Second Year. Twelve weeks, one period weekly.

Aim. — To establish habits of efficiency in using schemes and devices in the routine of class control and classroom management.

Content. — The economic principles underlying classroom management in respect to discipline, housekeeping, saving of time and materials; program making.

Education 7. School Administration. Mr. RILEY.

Second Year. Six weeks, two periods weekly.

Aim. — To give prospective teachers a working knowledge of their future relations to superintendents, school committees, state departments, and the public.

Content. — The laws of Massachusetts in relation to education; the regulations of state departments; professional ethics in relation to school administration.

ENGLISH.

The courses in English have both cultural and professional value. In order to reach a necessary standard of scholarship students must appreciate good English and desire to speak and write it; they must know the principles governing composition and acquire the habit of applying them. They also must acquire clear ideals of all elementary stages of training children in English expression.

English 1. Oral and Written Composition. Introductory Course.
Miss LOVELL.

First Year. Nineteen weeks, two periods weekly.

Aims. — To train students to express themselves effectively, with spontaneity, correctness and force; to equip students with a knowledge of the

definite aims and methods which aid in promoting steady growth in oral and written expression for the first six grades.

Content. — Application of the principles of composition, clearness, correctness and force in original work. A rapid survey of material on the teaching of English. A study of the problems and methods of teaching English in Grades I to VI, such as: development of oral work in Grades I to III; the use of reproduction in the lower grades; how oral work may be developed into written work; the use of the picture in oral and written work; methods used in the teaching of spelling. An examination of language books for the purpose of finding material on problems of oral and written work. Application of the project method to the study of English.

English 2. Oral and Written Composition. Advanced Course.
Miss LOVELL.

Second Year. Thirteen weeks, four periods weekly.

Aims. — (1) To equip students with a knowledge of the definite aims and methods which aid in promoting a steady growth in oral and written expression. (2) To lead them to prepare type lessons and test them; gradually to take the initiative in suggesting and discussing subject-matter, aims and methods.

Content. — Methods of teaching letter writing; original games for testing knowledge of letter forms; how to improve oral and written work in higher grades; plans for developing varied beginnings and endings to stories, for improving sentence structure, for making better titles and choosing more worth-while subjects, for using a better choice of words.

English 3. Oral Expression. Miss HOGAN.

First Year. Twenty-four weeks. First term, one period; second term, two periods, weekly.

Aims. — To develop a good speaking voice; to acquire the ability to express ideas interestingly, clearly and accurately; to gain a method for teaching oral expression in the grades.

Content. — This course includes speech correction and improvement exercises; vocal drills; oral recitations and discussions on given subjects; the beginning of story telling and dramatization.

English 4. Story Telling and Dramatization. Miss HOGAN.

Second Year. Twenty-six weeks, two periods weekly.

Aims. — To develop the ability to tell stories effectively and to teach pupils how to dramatize simple stories.

Content. — The technique of story telling and of effective methods of school dramatization.

English 5. Children's Literature. Miss LOVELL.

First Year. Nineteen weeks, two periods weekly.

Aims. — To acquaint students with literature suitable to children in Grades I to VI; to teach students how to select and present this to the children in these grades.

Content. — Sources of material: picture books; collections of stories to be read to children; stories for children to read. Kinds of material: folklore, fables and fairy tales; lyrics; animal stories; stories of child life.

English 6. Children's Literature. Miss LOVELL.

Second Year. Thirteen weeks, four periods weekly.

Aims. — To acquaint students with the literature fitted for older boys and girls, and to give them some knowledge of the best in current magazines and modern literature.

Content. — The books of value to children; criteria for judging the literature for children; methods of awakening interest; the making of book lists; the reading of modern fairy tales; epics; stories of adventure; child life and school life; nature stories, story poems and lyrics.

GEOGRAPHY.**Geography 1. Introductory Course.** Miss CLARK.

First Year. Nineteen weeks, three periods weekly.

Aim. — To give the students a practical knowledge of geography, the principles underlying it, and the best methods of teaching the subject to children.

Content. — Observational geography: People and their activities; natural objects and phenomena. Map interpretation. Geographical influences: The continents, land forms, oceans, inland waters, climate, soil, minerals, plants, animals. Study of a continent, country or physiographic region. Methods and plans for presenting the work to children.

Geography 2. Advanced Course. Miss CLARK.

Second Year. Seventeen weeks, three periods weekly.

Content. — Geographical influences: How man's life is influenced by the earth's form and motions, industry and trade.

SOCIAL SCIENCE.**Social Science 1. American History.** Miss CHENEY.

First Year. Thirty-eight weeks, three periods weekly.

Aim. — To prepare students directly for an intelligent, loyal and useful citizenship in our American democracy. The study of history and social science must develop in these future teachers — and through them, in their pupils — those points of view, interests, habits, powers and ideals which are vital to the success of our nation.

Content. — Part I. General preparation for teaching history: individual research, clear thinking, careful judging, accurate and concise expression; important conditions and problems of the present day; ideals of American citizenship and principles upon which American institutions are based; interpretation of the great periods of national development; great movements in the development of world civilization; reasons for teaching history in elementary schools; division of subject-matter in the grades; general principles in teaching history.

Part II. Special preparation for teaching history in Grades I to VI: a study of the specific aims, subject-matter, methods and materials connected with the history projects assigned to these grades in the State manual; observation of teaching and practice in teaching history in these grades.

Social Science 2. Education in Citizenship. Miss CHENEY.

Second Year. Thirteen weeks, four periods weekly.

Content. — Part I. Preparation in citizenship: aims in teaching citizenship to normal school students; a study of the principles, ideals and problems of American democracy based on the project method; student participation in the government of the normal school and in school and community projects; a study of citizenship standards, tests and ratings for normal students.

Part II. Preparation for teaching citizenship: a study of the aims, principles and objectives in educating children to useful citizenship in a democracy; civic projects in Grades I to VI; civic projects in rural schools; pupil co-operation in the management of the school and in school and community activities; use of citizenship standards and ratings with pupils; civic materials and bibliography; observation of teaching and practice in teaching citizenship in these grades.

Social Science 3. Types of Industry and Occupation. Miss

Second Year. Twelve weeks, two periods weekly.

Aim. — To give the prospective teacher a broad outlook upon human occupations, that she may have a sympathetic attitude toward various types of industry.

Content. — Types of industry; the special service which each performs; the advantages and disadvantages of the workers in each.

LIBRARY INSTRUCTION.**Library 1.** Miss —.

First Year. Thirty-eight weeks, one period weekly.

Aim. — To give to the future teacher a broad culture gained through a knowledge and use of books and libraries.

Content. — Library tools, parts of books, care of books, magazines, reference books, periodical indexes.

Library 2. Miss —.

Second Year. Twenty-six weeks, one period weekly.

Aims. — To acquire skill in the selection of classroom libraries; a better knowledge of professional magazines and library lessons that may be taught in the grades; and a right spirit of co-operation with public libraries.

Content. — Working with the English department, classroom library lists are made up for different grades; working with the practice department, articles in professional magazines are reviewed for students in the practice section, and library lessons are outlined for the grades; working with the public libraries, students are encouraged to know and use resources there and to introduce children to the wealth of material found there.

MUSIC.

Music 1. Introductory Course. Miss DAMON.

First Year. Thirty-eight weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To establish individual ability to sing a simple song with good quality, pitch, phrasing and enunciation, and to read at sight music of a moderate degree of difficulty; to become familiar with the music subject-matter taught in all grades; to acquire a knowledge of standard music classics in order to present to children a simple course in music appreciation, and to know how to use talking machine records for rhythmic purposes and in correlation with other subjects.

Content. — Individual song singing and sight singing; ear training for development of tonal and rhythmic thinking; two and three part singing; time types; chromatic tones; word reading; listening to and analyzing good music compositions.

Music 2. Advanced Course. Miss DAMON.

Second Year. Twenty-six weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To increase individual ability in song singing and sight singing; to give students experience in practical application of teaching methods, including the project method, to subject-matter taught in grades, these methods to be adapted to any set of books; to give experience in the use of talking machine records for "listening lessons," for free and prescribed rhythmic response, and for correlation with geography, oral and written English, history and literature.

Content. — One, two and three part songs of increasing difficulty for individual and class singing; study of the child-voice and its tonal possibilities; methods of curing so-called monotones; observation and teaching of music subjects taught in various grades; at least one music project worked out in class, as student is later to develop it with children; use of various types of music compositions to develop in the children various rhythmic and emotional reactions, and ability to recognize themes and to analyze simple forms. The little children "learn to listen," the older ones "listen to learn."

PENMANSHIP.

Penmanship 1. Introductory Course. Mr. RILEY.

First Year. Thirty-eight weeks, two periods weekly.

Aims. — To develop skill through correct repetition leading to right habit formation that secures correct posture, correct form and the ability to use arm movement effectively; to lead the student to study, think and visualize good writing.

Content. — Correct writing posture; correct holding of pencil and pen; correct arm movement with either right or left hand; usable speed; how to teach letters, words, sentences, paragraphs and figures.

Penmanship 2. Advanced Course. Mr. RILEY.

Second Year. Six weeks, two periods weekly.

Aims. — To teach the best methods of teaching penmanship in the grades; to show the relation of writing to other subjects.

Content. — Methods of presenting writing lessons, with observation and practice in presenting such lessons. Gradation of writing from simple to complex; adaptation to growth periods of children; judging, grading, rating or classifying of writing exercises; the use of standard tests.

PHYSICAL EDUCATION.**Physical Education 1. Physical Training. Introductory Course.**

Miss BAILEY.

First Year. Thirty-eight weeks, three periods weekly.

Aims. — To develop correct posture and physical health, strength and endurance in the student; to acquire, through experience, knowledge and skill in relation to the activities used in the schools in physical training.

Content. — Proper carriage and use of the body; correction of faulty posture; project studies of school gymnastics, dances, games and story and rhythmic plays.

Physical Education 2. Physical Training. Advanced Course.

Miss BAILEY.

Second Year. Twenty-six weeks, four periods weekly.

Aims. — To teach the place of physical education in the schools and the adaptation of the various activities to the first six grades.

Content. — The theory of play; the relation of games, dances, plays and other physical exercises to the stages of development of children, with lists for each of the first six grades; the equipment of playgrounds and the organization of their activities; the relation of playground supervisors to the civil service and the preparation for State examinations.

Physical Education 3. Hygiene. Miss HOGAN.

First Year. Thirty-eight weeks. First term, two periods, second term, one period, weekly.

Aims. — To teach the proper care of the body and to put the knowledge acquired into immediate and continuous practice; to acquire a method for teaching and demanding good habits of health from the children; to consider the physical welfare of the child as it is affected by his school and home environment.

Content. — Development of habits and practices which make for physical efficiency such as personal cleanliness and proper diet; the proper lighting, heating, ventilation and furniture of the schoolroom; the drainage and water supply of the school building; communicable diseases and conditions of childhood, their symptoms and contagion.

PRACTICAL ARTS.

Practical Arts 1. General Course. Miss CHUTE.
Second Year. Twenty-six weeks, three periods weekly.

Aim. — To acquaint normal school students with definite art projects that can be carried out in the first six grades without special equipment; to continue drawing from the first year for greater skill and freedom; to acquaint the students with the satisfactory appearance of a schoolroom and of a teacher.

Content. — Paper and cardboard construction, elementary bookbinding, sewing and basketry; representation of objects in three dimensions, with blackboard drawing; art appreciation as exemplified in the schoolroom, the teacher's dress, the home furnishings, and in picture study.

PRACTICAL SCIENCE.

Practical Science 1. Nature Study and School Gardening. Mr. HOADLEY.

First Year. Thirty-eight weeks, four periods weekly.

Aims. — To interest students in plant and animal life; to have them know and recognize the common plants and animals; and to prepare them to teach nature study and school gardening in the elementary schools.

Content. — Trees, wild flowers, birds, insects and other animals; cultivated flowers, fruits and vegetables; plant structure and life; gardening processes indoors and out.

Practical Science 2. The Science of Everyday Life. Mr. HOADLEY.
Second Year. Twenty-six weeks, two periods weekly.

Aim. — To acquaint the student with the scientific principles involved in the common machines and appliances of everyday life.

Content. — The home: the water supply, heating, lighting and electrical appliances. Modern means of communication and transportation.

READING.

The general aim of the courses in reading is to prepare students to teach reading by those methods which secure the desired results in as short a time as is consistent with the formation of permanently valuable habits of using printed literature. This involves a study of the pedagogical principles underlying the teaching of reading; of the common basis of modern methods and the devices used in these methods; and of the habits which are essential in connection with acquiring power in reading, and the ways of forming these habits.

Reading 1. Reading in Primary Grades. Mr. RILEY.

First Year. Thirty-eight weeks, two periods weekly.

Content. — Principles involved in learning to read; basal stories, rhymes, dramatization, pictures, games, word families; types of oral and silent reading;

selection of material; grouping of pupils for reading projects; methods of fixing good habits in reading; use of phonetics and relation to the teaching of reading.

Reading 2. Reading in Intermediate Grades. MR. RILEY.

Second Year. Six weeks, two periods weekly.

Content. — Types of lessons in oral and in silent reading involving the acquisition of new experiences, and the desire to share them with others, setting up habits of permanent value in relation to the increase of the vocabulary, the use of books, and correct reading method. Motivated reading lessons and reading projects involving different types of oral and of silent reading lessons; setting up habits of permanent value in relation to extensive and intensive reading; reading material. The use of simple measurements of rate and of comprehension in reading.

COURSE FOR MUSIC SUPERVISORS.

The State Normal School at Lowell conducts a postgraduate course for the training of music supervisors. The course is planned to meet the needs of the increasingly important place which music is taking in the field of education.

The superior training facilities of the Lowell Normal School make possible an unexcelled opportunity for preparation for music leadership.

The full course can be completed in one year or more according to the ability, preparation and experience of the student.

In connection with the work in music, students who are preparing for music supervision may be required to take certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, such as psychology, history of education, methods of teaching and poems for children.

The course for supervisors of music includes the following:—

Subject-Matter.

Intervals; scales, major and minor; chromatic tones and the characters used to represent them; time, rhythmic groups and measure formation; Italian terms for expression and tempo; musical form; writing of melodies; sight singing; study of the child-voice, its character, needs and possibilities.

Public School Music Methods.

Function of public school music and aim in teaching it; principles of pedagogy as applied to the teaching of music; courses of study for grades and high school.

Music Appreciation.

COURSE 1. — Various music forms will be studied (through the use of piano, voice and talking machine) with explanatory data of biography and history, according to the following outline: —

1. Folk music.
2. Classic school from Bach to Beethoven.
3. Romantic school from Beethoven to Brahms.
4. Modern music.

COURSE 2. — The use of music in education. Free rhythmic response, prescribed rhythmic response, listening lessons, correlation of music with oral and written English, geography, history and literature.

Observation and Practice Teaching.

A demonstration of student's working knowledge of the foregoing; ability to inspire and conduct a class.

Choruses, School Orchestras and Glee Clubs.

Their organization, material and conducting.

Violin and Piano Classes.

Plans for their organization and administration; methods of teaching.

Concerts by and for Children.

Their value and administration.

High School Credits for the Study of Music under Private Instruction.

Comparative study of working plans for the granting of such credits.

Lectures and Discussions concerning Various Phases of Public School Music.

1. The Ideals of the Music Supervisor.
2. Relation of Music Supervisor to Children.
3. Relation of Music Supervisor to Teachers.
4. Relation of Music Supervisor to Educational System.
5. Relation of Music Supervisor to Local Musicians.
6. Relation of Music Supervisor to Community.

Supplementary Work in Voice, Piano and Harmony.

As may be prescribed by the music director.

Special Courses for the Training of Departmental Teachers of Music.

Normal or college graduates, or grade teachers of experience who may wish to prepare for the departmental teaching of music may supplement their training and experience with courses chosen from those offered in the supervisors' course, such courses to be selected upon consultation with the music director.

State Diploma.

Upon their completion of the course for supervisors and departmental teachers of music, students will receive a diploma from the State Department of Education, stating that they have completed the required training and are duly qualified to teach in their respective fields.

Curriculum.

COURSE FOR MUSIC SUPERVISORS.

NAME AND NUMBER OF COURSES.	Number of Weeks.	Periods Weekly.
<i>First Year.</i>		
English I	19	2
English III	24	2
Reading I	38	2
Penmanship I	38	2
English V, Literature	19	2
Practical Science	38	4
Physical Education I	38	3
Physical Education III	38	2
History and Citizenship I	38	3
Drawing I	38	3
Music I	38	4
Education I	12	5
Education V	19	1
Applied Music	38	3
<i>Second Year.</i>		
English II	13	4
English IV	26	2
Reading II	26	1
Penmanship II	26	1
English VI, Literature	13	4
Physical Education II	26	4
History and Citizenship II	13	4
Practical Science II	26	2
Music II	26	4
Education III	26	2
Education IV	13	3

COURSE FOR MUSIC SUPERVISORS — *Con.*

NAME AND NUMBER OF COURSES.	Number of Weeks.	Periods Weekly.
Education II, Practice Teaching	12	30
Education VI	12	1
Arithmetic and Geography or Applied Music	38	6
<i>Third Year.</i>		
Public School Music	38	5
Glee Club and Orchestra (conducting and orchestration)	38	2
Music History and Appreciation	38	3
Harmony	38	1
Form and Analysis	38	1
Practice Teaching I	24	5
Practice Teaching II	19	2
Arithmetic and Geography or Applied Music	38	6

Practice Teaching I consists of consecutive lessons taught from the grade teacher's standpoint. Practice Teaching II consists of periodic lessons taught from the supervisor's standpoint. Applied Music consists of the study of piano, organ, voice, harmony, or any instrument of the symphony orchestra outside of school hours.

Living Conditions.

While the Lowell Normal School has no dormitory as yet, the school aids in placing the out-of-town students in favorable and pleasant environment.

Tuition and Textbooks.

As this is a State school no tuition is charged to residents of the State. Residents of other States pay the tuition of \$50 a year required by all Massachusetts Normal Schools. The school library as well as the city library contains many books on music.

Course of Study.

The course of study followed in preparation and teaching is that compiled by the educational council of the National Conference of Music Supervisors. This course of study is

supplemented by a more detailed one arranged by the director of music of the Lowell School.

Practice Schools.

Exceptional advantages are derived from the course offered for supervisors of music in the public schools. One of the most important of these is the splendid opportunity afforded each student to first observe, and later carry out, all theories and methods taught at the Normal School. This observation and teaching is done in the various practice schools, the largest of which is the Bartlett School. Here the prospective supervisor is able to exercise her knowledge, develop her personality and display her ability by working with elementary grades and junior high. Two days a week are devoted to practice teaching, each day's work being followed by constructive criticism.

Student Musicales.

Student musicales are held from time to time during the year, in which each student is given an opportunity to participate. These entertainments are of educational value both to the audience and to the students furnishing the program.

Music Appreciation.

There are two courses in music appreciation, or use of music in education. One is devoted to the special music students, the other to both special and regular students. These courses for elementary and high schools are taken up not only from the supervisor's standpoint, but also from that of the grade teacher. These are given in exactly the same form in which the supervisor would present the subject to the teacher, and the teacher to the child. One period a week is devoted to each.

Musical Organizations.

The Normal School has three musical organizations, — the Glee Club, the Orchestra and the Banjo-mandolin Club.

The Glee Club comprises chosen voices from the student body, together with the music students. An opportunity is

thus given to the prospective supervisor for coming into intimate contact with the organization and conducting of a glee club. The Glee Club meets once every week for a period of forty minutes, with additional practice time for concerts and entertainments.

The school Orchestra affords an opportunity for the girls in the supervisors' course to study orchestration and put into practice their knowledge of orchestra leadership. To be able to conduct an orchestra correctly is no mean attainment, and the future supervisor who can do this should have no hesitancy in later beginning and carrying on an orchestra in her own schools.

The Banjo-mandolin Club is simply for amusement and pleasure and informal entertainments. Each spring a concert of these organizations, assisted by professional soloists, is held, when some standard work is given.

Chorus Conducting.

The members of the music supervisors' class are given frequent opportunity to lead the entire student body in community singing. This is of great value to them in preparing them for the work which they are later to do in their own communities. It gives the conductor experience in music leadership and insures greater confidence in her own ability.

Other Subjects.

In connection with the supervisors' course in music, two supplementary subjects are required, — oral English and psychology. The English class meets one hour a week, and it is the aim of the course to inspire confidence and do away with self-consciousness in the future supervisor. To be able to talk before a group of people and express ideas clearly is a professional asset.

Two periods a week are given to the subject of psychology. This includes the psychological phases of child development, also the problem project method as applied to music.

Advantages.

Lowell, with her magnificent new Memorial Auditorium, — a memorial to those who gave their lives in the World War and other wars, — offers unexcelled opportunities for the hearing of the best music. During the current year, in addition to numerous lesser musical attractions, Galli Curci, Farrar, Kreisler, Paderewski and Rachmaninoff have appeared in concert in this auditorium.

The music director at the Normal School is chairman of the community service music committee. This gives opportunity to bring the special music students in direct contact with community work.

The nearness of Lowell to Boston enables the students to keep in touch with important musical events in Boston.

A TYPICAL PROGRAM OF A MEMBER OF THE MUSIC SUPERVISORS' CLASS FOR ONE WEEK.

Monday.

Period 1. Chorus practice, entire school.

Period 2. Oral English.

Period 3. Discussion of music project plans for practice teaching.

Period 4. Observation of normal senior music class. Subject, "Music Teaching Methods."

Periods 5, 6, 7. Observation and practice teaching at Bartlett School.

Tuesday.

Period 1. Observation of normal junior music class. Subject, "Common and Compound Time." Class taught by member of music supervisors' class.

Period 2. Constructive criticism of practice teaching of previous day. Music project continued.

Period 3. Music appreciation.

Period 4. Psychology.

Periods 5, 6, 7. Preparation for music project. Normal School orchestra. Orchestra directed by members of music supervisors' class. Compositions played are orchestrated by members of this class.

Wednesday.

Period 1. Music appreciation.

Periods 2, 3, 4, 5, 6. Practice teaching in Bartlett School.

Period 7. Observation and conducting of elementary school orchestra.

Thursday.

Period 1. Psychology.

Periods 2, 3. Music project.

Period 4. Practice in chorus conducting.

Period 5. Observation of normal senior music class. Subject, "Music Teaching Methods."

Period 6. Chorus conducting.

Period 7. Members of music supervisors' class teach classes of normal students requiring special help.

Friday.

Period 5. Glee Club.

Placement Bureau.

The State Normal School maintains a Placement Bureau, through which a great majority of its graduates secure their teaching positions. The services of this Bureau are always at the disposal of the graduates of the school.

These music courses are in charge of INEZ FIELD DAMON, Director of Music. Further information may be obtained by addressing the Principal, State Normal School, Lowell, Mass.

Students.

Course for Music Supervisors.

Schroeder, Florence Harris	Brookline
Swett, Doris Evelyn	Andover, N. H.
Waterhouse, Alberta F.	Wakefield.

Three-year Course.

GRADUATING IN 1923.

Bowles, Hazel Rachel	Winchester
Eagan, Gertrude Louise	Lowell
Eaton, Lavonia	Lexington
Hargrove, Florence	Lexington
Huby, Eva Mary	Lawrence
Knight, Margueritta May	Lawrence
Morton, Annie	Lawrence
Mulligan, Anna Synicious	Lowell
Noonan, Mary Louise	Lawrence
O'Hare, Rosabel Gardon	Lowell
Putnam, Gladys Vera	Lowell
Reynolds, Marie Frances	Lowell

Two-year Course.

SENIORS.

Allen, Madeleine Marie	Lawrence
Arrell, Lillian Grace	Winchester
Arrell, Marion Bernice	Winchester
Bagshaw, Helen May	Lowell
Bake, Florence Ethel	Methuen
Barrett, Helen Mary	Lowell
Berntson, Edith Marie	Lowell
Bowers, Gwendolyn Florence	Lawrence
Brennan, Emma Louise	Lowell
Brenner, Mildred Bernardine	Cambridge
Bresnahan, Anna Isabel	Lawrence

Brown, Margaret Wales	New Bedford
Burns, Helen Marie	Cambridge
Campbell, Katherine Bradley	Haverhill
Carter, Arlene Elizabeth	Woburn
Collins, Rita Mary	Lawrence
Connolly, Sarah Anne	Lowell
Curry, Anna Bernadette	Cambridge
Danahy, Madeleine Mary	Lawrence
Davis, Martina Ernestine	Lowell
Devine, Mary Beatrice	Lowell
Doran, Estelle Catherine	Lowell
Farrell, Agnes Eileen	Lowell
Finnegan, Grace Loretta	Billerica
Fitzgerald, Katherine Mary	Somerville
Garritty, Mary Isabelle	Lowell
Garvey, Marion Margaret	Lowell
Graham, Dorothy Frances	Woburn
Hannigan, Mary Patricia	Exeter, N. H.
Hart, Kathleen Frances	Andover
Hennessey, Margaret Patricia	Lawrence
Henry, Margaret Catherine	Cambridge
Hession, Helen Gertrude	Somerville
Hill, Dorothy Baker	Lowell
Hobson, Violet Victorine	Lowell
Hyde, Evelyn Gertrude	Lowell
Johnson, Marguerite Ellen	Lowell
Kelleher, Mary Agnes	Lowell
Lawn, Beatrice Gertrude	Woburn
Lawrence, Edna May	Andover
Leary, Mary Rita	Andover
Leddy, Edna Julia	Cambridge
Levis, Catherine Helene	Haverhill
Lynch, Beatrice Christine	Lowell
Lyons, Sarah Frances	Lowell
McEvoy, Ellen Emiliana	Lowell
McGowan, Sarah Mary	Winchester
Madigan, Elaine Frances	Haverhill
Marchacos, Clara	Lowell
Mullen, Mary Ellen	Cambridge
Murphy, Helen Gertrude	Watertown
Murray, Mildred Josephine	Cambridge
O'Connor, Louise	Lawrence
O'Dowd, Mary Theresa	Andover

O'Neil, Josephine Miriam	Melrose
O'Sullivan, Margaret Mary	Lowell
Porteck, Rose	Lowell
Powell, Helen Agnes	Haverhill
Provost, Gertrude	Graniteville
Reardon, Marguerite	Lawrence
Regan, Julia Anna	Lawrence
Richards, Ruth Stevenson	Lawrence
Riley, Alice Mary	Lowell
Robinton, Grace Marion	Lawrence
Roche, Elizabeth Barbara	Lawrence
Salice, Lillian	Winchester
Sargent, Virginia Esther	Lowell
Savage, Mary Catherine	Lowell
Schatz, Dorothy Anna	Methuen
Shea, Anastasia Josephine	Woburn
Sheridan, Mary Elizabeth	Lowell
Shumway, Doris	Sudbury
Smith, Marion Elizabeth	Chelmsford
Spencer, Ruby Chandler	Lowell
Stack, Margaret Rita	Andover
Sullivan, Catherine Agnes	Lowell
Sullivan, Eleanor Virginia	Lawrence
Weed, Margaret Aber	Lowell
Whelton, Ruth Margaret	Lowell
Whitaker, Hazel Bancroft	Tyngsborough

JUNIORS.

Angier, Pauline Leone	Lowell
Bacigalupo, Elena Rita	Cambridge
Baker, Helen Elizabeth	Greenfield
Bartlett, Czarina Varnum	Lowell
Borjeson, Greta Constance	Cambridge
Brennan, Rose Mary	Lowell
Bresnahan, Edith Clare	Lawrence
Brophy, Lucile Gladys	Lowell
Burke, Mary Ellen	Lawrence
Burns, Irene Rose	Lowell
Carey, Alice Gertrude	Lowell
Carlson, Esther Sophia	Petersham
Carmichael Elinor Gabrielle	Lowell
Casey, Eleanor Brown	Somerville

Cassidy, Eugenia Loyola	Lawrence
Corbett, Sarah Margaret	Lawrence
Cronin, Mary Marguerite	Lawrence
Donohue, Mary Louise	Lawrence
Drummond, Mae Agnes	Lawrence
Drummond, Mona Elizabeth	Lawrence
Dugdale, Gladys Flora	Lowell
Elliott, Dorothy	Winchester
Fahy, Anne Barbara	Waltham
Fahy, Esther Jane	Waltham
Fenton, Kathleen Ellen	Lawrence
Finnegan, Rosemary E.	Woburn
Franz, Ruth Esther	Methuen
Gaines, Phyllis Mae	Lawrence
Gallagher, Margaret Catherine	Lowell
Gardner, Sarah	Lowell
Gilligan, Mary Catherine	Concord Junction
Girard, Edith Alice	Lowell
Glavin, Mary Josephine	Lawrence
Gogan, Katherine Mary	Milford, N. H.
Goodwin, Alice McEvoy	Lowell
Grennan, Frances Elizabeth	Brookline
Hannon, Ethel Aloyse	Lowell
Harrington, Eleanor Mary	Lowell
Harrington, Rose Miriam	Lowell
Haskins, Helen Agnes	Nashua, N. H.
Higgins, Katherine Virginia	Lowell
Hunter, Lucy Mary	Cambridge
Jeppson, Ann Isabella	Lawrence
Jones, Mary Magdalene	Plaistow, N. H.
Kearney, Katherine Frances	North Billerica
Keating, Mabel Helen	Woburn
Kelley, Esther Elizabeth	Woburn
Kelly, Alice Margaret	Chelmsford
Kelly, Margaret Mary	Lowell
Kilbane, Anna Patricia	Nashua, N. H.
Killilea, Adelaide Frances	Lawrence
Kondrat, Veronica Angeline	Lawrence
Lahey, Katherine Veronica	Lawrence
Lane, Mary Julia	Lowell
Lennon, Anna Christine	Cambridge
Leonard, Winifred Pauline	Lawrence
Leonardi, Marion Elizabeth	Nashua, N. H.

Lester, Katherine Mary	Lowell
Loring, Ruth Ora	Woburn
Loupret, Sarah Godet	Lowell
Lybrand, Agnes Elizabeth	Lowell
McCarthy, Lillian Agatha	Lowell
McCraw, Ruth Helene	Lawrence
McEneaney, Marguerite Patricia	Lawrence
McGill, Rosamond Mary	Lawrence
McGrane, Mary Evelyn	Wilmington
McMahon, Kathryn Rita	Lawrence
McVicker, Marguerite Greer	Manchester, N. H.
Malkiel, Gertrude	Lowell
Marsh, Evelyn Anna	Cambridge
Martin, Mary Gertrude	Lowell
Mears, Evelyn Martha	North Billerica
Mellen, Ida Pearl	Lowell
Mills, Lowena	Lowell
Moglia, Esther Anna	Burlington
Mooney, Mary Ellen	Lowell
Mulholland, Mary Bernadine	Lawrence
Mullaney, Anna Louise	Lowell
Murphy, Kathryn Constance	Lawrence
Mylott, Margaret Mary	Lawrence
Nolin, Agnes Marie	Collinsville
Noonan, Anna Harriet	Lee
Nugent, Mary Rita	North Billerica
O'Connor, Zita	Lawrence
O'Donahue, Hannah Theresa	Lawrence
O'Donnell, Anna Louise	Cambridge
O'Neill, Mary Rose	Cambridge
Paignon, Ida Evalyn	South Chelmsford
Pihl, Hilda Adelaide	Lowell
Poland, Mary Lucretia	Winchester
Pollard, Louise Eileen	Lowell
Pratt, Dorothy Flora	Lowell
Rafter, Katherine Gildee	Worcester
Ready, Katherine Grace	Lowell
Regan, Florence Gertrude	Lawrence
Reynolds, Margaret Louise	Lowell
Richardson, Frances Damon	Lowell
Robinson, Mary Frances	Lowell
Rutledge, Marion May	Lowell
Ryan, Lillian Marguerite	Lawrence

Rynne, Anna Veracunda	Lowell
Sheehan, Angela Elizabeth	Manchester, N. H.
Shine, Marion Claire	Lawrence
Smith, Leona Isabel	Nashua, N. H.
Smith, Mary Elizabeth	Lawrence
Stacey, Louise Marie	Lawrence
Sullivan, Cecelia Barbara	Nashua, N. H.
Sullivan, Mary Catherine	Lowell
Sullivan, Mary Xavier	Lowell
Tierney, Anna Elizabeth	Lowell
Tierney, Verona Grace	Lawrence
Walsh, Mary Caroline	Lawrence
Walsh, Rita Margaret	Lawrence
Whitten, Dorothy Ida	Lowell
Wright, Edna May	Stoneham
Zubinski, Helen Pauline	Cambridge

Special Students.

Belisle, Adrienne Andree	Haverhill
Blank, Eva Marion	Lowell
Burns, Agnes Delaney	Lowell
Cameron, Ruth Winship	Tewksbury
Connelly, Helen Gertrude	Lowell
Costello, Eleanor Veronica	Lawrence
De Lorme, Irene Elizabeth	Lowell
Foley, Margaret Loretta	Woburn
Higgins, Kathryn Mary	Lowell
Kenney, Almira Blanche	Lowell
McAdams, Barbara Rinn	Lowell
McArdle, Louise Cecelia	Lowell
McCann, Catherine Frances	Cambridge
McFadden, Ruth Irene	Lowell
McDonald, Jessie Ann	Lowell
McKeen, Charlotte Lydia	Lowell
Maguire, Loretto Agnes	Cambridge
O'Connell, Mary Patricia	Cambridge
Quinn, Mary Ethel	Woburn
Reusch, Agnes Josephine	Lawrence
Sandler, Bertha	Lowell
Scully, Rita Catherine	Lawrence
Sheehan, Dorothy Elizabeth	Lowell
Spedding, Beatrice Irene	Lawrence
Ward, Ruth Marie	North Chelmsford

Summary.

Course for Music Supervisors	3
Three-year course:	
Graduating in 1923	12
Two-year course:	
Seniors	80
Juniors	116
Special students	25
Total	236

